



Carine Senior High School

Seeking Excellence in Education



2026
Year 11 Handbook

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CHOOSING WISELY

You must wisely consider choices. As you plan your Course selection and pathway, you must consider:

- **your INTERESTS**
- **your ACADEMIC RESULTS**
- **your school COURSE CHOICES *and***
- **your INTENTIONS**
- **your ATTITUDE, BEHAVIOUR AND EFFORT**

Forward planning is essential if you are to make the most of your opportunities.

It is important that you select a pathway that matches your goals, and academic capacity as demonstrated in school results. The courses and certificates you select should provide you with a suitable level of rigour and enable you to pursue your desired post-school pathway. Your course counsellor can assist you with identifying the courses and certificates that are most appropriate for your goals and academic profile.

The following guidelines may be helpful:

- **relate Courses to current career information**
It is helpful to have a few career choices in mind before choosing Courses.
- **find out about Courses**
Carefully read the Course descriptors and talk to teachers.
- **be prepared to ask for help and seek information**
There are many people to talk to and there are websites provided for your reference in this handbook.

Please Note

Some Courses may not run due to insufficient numbers of students selecting that Course. The school is required to work within the allocated staffing budget and reserves the right to determine which Courses will run. The term "Course" includes Certificates.

CONTRIBUTIONS AND CHARGES

The Reason for Contributions and Charges

Carine Senior High School receives a government grant each year to cover the costs of running the school. Financial support provided by parents has always played an enabling role in the provision of resources that extend the school's capacity to add value to students' learning experience. For example, parent contributions allow schools to provide class sets of text books instead of students having to provide their own. All Year 11 and 12 Courses attract compulsory charges.

Collection of School Charge Payments

Full payment of charges should be made prior to the start of the 2026 school year. It is acknowledged that some families may struggle to pay charges. To help overcome the problem of paying all charges in advance, a time payment arrangement may be organised by contacting the Accounts Office on 6235 7500 prior to the commencement of the 2026 school year.

Determining Charges

Carine Senior High School endeavours to keep its charges to a minimum while maintaining a high standard of educational programs. The level of financial support requested of parents requires the approval of the School Board, which plays an important role in the school's financial planning arrangements to meet the needs of students while minimising the financial burden on parents. Each student is charged only for resources specific to each of their courses, therefore each student's charges will vary according to their choice of courses. Extra Cost Options are charges for optional courses/activities organised by the school to enrich the educational program. Participation in these components is voluntary and conditional on payment of the cost of providing the activity.

Education Program Allowance

Financial assistance is available for school charges and clothing for eligible families. Holders of a valid Centrelink Pensioner Card, Health Care Card or Veterans' Affairs Pensioner Card are eligible. Applications are available from the school's administration and completed forms need to be returned to the Accounts Office before the end of Term 1 each year.

The allowance consists of two parts:

- \$300 Clothing Allowance paid directly to the parent/guardian or to the school
- \$235 Education Program Allowance paid directly to the school

Course Charges and Booklist

Once the course selection and timetabling processes are completed, every student will receive a detailed list of the charges associated with their program.

This will include:

- the charges associated with each course
- any other compulsory charges levied by the school
- any voluntary contributions approved by the School Board
- any text books that need to be purchased and the recommended retail price

The booklist and schedule of charges will be forwarded to parents/guardians in Term 4. If students change their courses during the school year, a new schedule of charges will be issued.

For further information regarding school charges, please contact the Accounts Office on 6235 7500.

WACE REQUIREMENTS

WACE Requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, you must satisfy the following:

General Requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. This may be demonstrated through NAPLAN or OLNA results
- complete a minimum of twenty (20) units or equivalents as described below

Breadth and Depth

You will complete a minimum of twenty (20) Course units or the equivalent. This requirement must include at least:

- a minimum of ten (10) Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 Course units from each of List A (Arts /Languages/Social Sciences) and List B (Mathematics/Science/Technologies)

Achievement Standard

You will be required to achieve fourteen (14) C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six (6) C grades in Year 12 units (or equivalents). Unit equivalence can be obtained through Vocational Education and Training (VET) Programs and/or Endorsed Programs. The maximum unit equivalence available through these programs is eight (8) units – four (4) Year 11 units and four (4) Year 12 units.

You may obtain unit equivalence as follows:

- up to eight (8) unit equivalents through completion of VET programs, or
- up to four (4) unit equivalents through completion of endorsed programs

Or a combination of these.

The amount of unit equivalence allocated to VET and an Endorsed Program is as follows:

VET Qualifications:

- Certificate I is equivalent to two (2) Year 11 units
- Certificate II or higher is equivalent to two (2) Year 11 and two (2) Year 12 units
- Certificate III or higher is equivalent to two (2) Year 11 and four (4) Year 12 units

Endorsed Programs:

- unit equivalence is identified on the Authority's approved list of Endorsed Programs

ACHIEVEMENT OF WACE

Course units/Programs contribute to the achievement of a WACE: ATAR, General, VET Programs and Endorsed Programs.

WACE Courses are grouped into List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technologies). If you study for a WACE, you are required to select at least one Year 12 Course from each of List A and List B.

Each Course has four units – Unit 1 and Unit 2 (Year 11 Units) and Unit 3 and Unit 4 (Year 12 Units). Unit 1 and Unit 2 *can* be studied as a pair, Unit 3 and Unit 4 *must* be studied as a pair.

Literacy and Numeracy

There are two parts to demonstrating competence in Literacy and Numeracy:

Firstly, you are required to complete two Year 11 English units and two Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for Literacy and Numeracy which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- via Year 9 NAPLAN pre-qualification

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. You will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the Literacy and Numeracy minimum standard.

Multiple Pathways to Achieve the WACE

The WACE breadth and depth of study requirement previously outlined specifies that you must complete a minimum of twenty (20) units (10 Courses) during Years 11 and 12, including a minimum of ten (10) Year 12 units or equivalents. You may use ATAR Courses, General Courses, plus VET Programs, or Endorsed Programs to meet this requirement.

There are limits to the number of VET and Endorsed Programs that may contribute to achievement of the WACE. In summary, you can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET Programs and Endorsed Programs.

SENIOR SECONDARY GRADUATION

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE Course unit, VET certificate or Endorsed Program will receive a folio of achievement.

This folio may include one or more of the following:

- WACE
- WASSA
- WACE Course report (ATAR Courses only)
- Award certificates achieved

The Western Australian Certificate of Education (WACE)

The WACE indicates that you have satisfied the requirements for WACE achievement.

The Western Australian Statement of Student Achievement (WASSA)

Not all students will achieve a WACE; a WASSA will be issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all Courses and Programs students have completed in Year 11 and 12.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- Exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in Course units
- VET qualifications
- Endorsed Programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE Courses from previous years

The WACE ATAR Course report (ATAR Courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- state-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units

A Course that has a practical examination component will have the written and practical marks separately reported.

UNIVERSITY ENTRANCE

Tertiary Institutions Service Centre (TISC)

TISC was set up to simplify the application process for students wishing to attend university. Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. You and your parents should access the latest information from this website.

In order to be considered for university admission via an ATAR score, you must:

- meet WACE requirements as prescribed by the School Curriculum and Standards Authority
- obtain the minimum ATAR score to gain a place in the desired Course (including via concession)
- achieve the selected university's requirement for English Language Competence:
- satisfy any prerequisites or special requirements for preferred Courses

ATAR Bonus

Western Australian public universities offer an ATAR bonus to WACE students who undertake specific Courses in Year 12:

- A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores.
- Students receive the LOTE bonus irrespective of whether their LOTE Course scaled score was counted as one of the best four.
- A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores.
- Students receive the Mathematics bonus irrespective of whether their Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR Course scaled scores are counted in the best four.


Contacts:

UWA	www.studyat.uwa.edu.au/ or Admissions Centre on 6488 2477
Murdoch	www.murdoch.edu.au/Future-students/ or the Student Centre on 1300 687 3624
Curtin	http://futurestudents.curtin.edu.au/ or the Support Centre on 9266 1000
ECU	http://www.ecu.edu.au/future-students/overview or 134 328
NOTRE DAME	https://www.notredame.edu.au/ 9433 0533

The Australian Tertiary Admission Rank (ATAR)

Your ATAR is calculated from your scaled scores in the WACE Courses you have taken, using your Tertiary Entrance Aggregate (TEA) as the basis. ATAR has replaced the former Tertiary Entrance Rank (TER). The ATAR is derived from school based assessment and an external examination. To obtain an ATAR, students must sit the WACE examinations at the end of Year 12.

- The maximum TEA is 430
- The ATAR will be calculated by adding the best four combined (school and examination) scaled scores in Courses
- No Course can be counted more than once
- An ATAR ranges between 99.95 and zero and reports your rank position relative to all other students
- If you have an ATAR of 70.00, for example, it indicates that you have achieved as well as or better than 70% of the Year 12 school leaver age population
- The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states



If you are
applying for university admission, you should
check that your Course selections meet the
entry requirements.

UNIVERSITY APPLICATION PROCESS

Information about applying to West Australian Universities and admission to undergraduate Courses is updated each year and will be shared with students via Connect. This information and details regarding key dates will also be available on the TISC Website.

Applications are made through TISC when the applicant:

- Is an Australian citizen or
- a New Zealand citizen or
- holds an approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International office of the relevant university.

Please note – at the time of publication of this document, The University of Notre Dame Fremantle were accepting applications through TISC and direct through their online application portal.

For detailed information about university admission requirements, students and parents should refer to the appropriate *Admission Requirements for School Leavers* brochure produced by the Tertiary Institution Service Centre (TISC). These brochures can be downloaded from www.tisc.edu.au.

UNIVERSITY PATHWAYS for school leavers Western Australia

****Please note – this information was correct at the time of writing 16/05/2025 and may be subject to change

	NOTRE DAME	ECU	CURTIN	MURDOCH	UWA
How to apply	Direct or via TISC	TISC	TISC	TISC	TISC
University contact	future@nd.edu.au	ECU Domestic student enquiries	Help, Questions and Enquiries about University Study, Course Information & Application Process Curtin University, Perth, Australia	Ask a question Murdoch University	Answers Online Anytime - askUWA
ATAR	Minimum 70* WACE English competency** Other pre-requisites	Minimum 70* WACE English competency** Other pre-requisites	Minimum 70* WACE English competency** Other pre-requisites	Minimum 70* WACE Other pre-requisites	Minimum 75* WACE English competency** Other pre-requisites
English competency	Successful completion of secondary studies in Australia will be accepted as meeting the University's English language proficiency requirements for all programs.	ECU Future Students English competency ATAR students require a minimum of 'C' grade in ATAR English, English Literature or English ALD OR Non-ATAR students applying with a Certificate IV via the Experienced Based Entry Scheme pathway require an 'A' in General	English language requirements Curtin University ATAR English/English Literature/English as an Additional Language or Dialect, scaled score of at least 50. OR Combined course score, a moderated school assessment, or exam	Studied Year 11 and 12 or completed two years of VET (or a combination of both) at an Australian secondary school.	English language requirements : The University of Western Australia school grade of C or scaled mark above 50 in ATAR English, ATAR English Literature or English as an Additional Language/Dialect ATAR. OR STAT Verbal Min 140 Written English Min 140 OR

		<p>English and Experienced Based Entry Scheme documents. OR</p> <p>Non-ATAR students with ATAR English, English Literature or English ALD require a minimum 'C' grade. OR</p> <p>UniPrep - Minimum C grade in General English or the equivalent</p>	<p>mark of at least 55 or a letter grade of A, B or C in you English ATAR subject will meet Curtin's English requirement.</p> <p>OR</p> <p>English General Grade A (Grade B also accepted for portfolio entry only)</p> <p>OR</p> <p>STAT Written English, score of at least 140</p> <p>OR</p> <p>Successful completion of UniReady units: Fundamentals of Academic Writing and Foundations of Communication, or equivalent (Carine UniPrep)</p>		<p>Complete a Communications unit in your first year of study</p>	
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<i>Pathways web page</i>	Admission pathways Notre Dame	ECU Future Students Year 12 Pathways	Entry Pathways & Alternative Pathways to Curtin University Pathway Finder Tool Entry Pathways & Alternative Pathways to Curtin University	Pathways to uni Murdoch University	Admission entry pathways : The University of Western Australia
<i>Early Offers (for selected courses only)</i>	Young achievers Early offer program Early Offer Notre Dame	ECU Early Offer Program	Curtin Early Offers Early Offers for University - Study Curtin University	Want an early offer to study in 2025 - Year 12 Early Offer Program Murdoch University (not updated for 2026 entry yet)	UWA Early Offers : The University of Western Australia
<i>Enabling Programs</i>	Tertiary Pathway Program Tertiary Pathway Program Notre Dame	Uni Prep General ECU University Preparation Course Uni prep summer UniPrep Summer is the same course as the full semester version, but it runs from late November until the end of January, and you have to be on- campus for most of it. Exams for most subjects are in late January or early February, so it's	Uniready enabling UniReady Enabling Program pathway Curtin University	Enabling Pathways Enabling pathways Murdoch University	Nil Accept enabling programs from other WA Universities as part of Experienced Based Entry.

		<p>possible to successfully complete the summer course in time to start uni in Semester 1.</p> <p>Uni Prep in schools (Carine)– Currently offered as two-year course for Year 11 students and one year for year 12 at Carine SHS</p>			
Portfolio & Experience Based Entry	Nil	<p>Experienced Based Entry Near miss ATAR OR 3 ATAR + WACE + English Competence + any Pre- Requisites ECU Future Students Experience Based Entry Scheme</p> <p>Creative Humanities Portfolio ECU Future Students Creative Humanities Portfolio Entry The Creative Humanities Portfolio Entry (CHPE) is a pathway into university for students who are creative and curious people but don't have an</p>	<p>Portfolio Pathway Portfolio entry Undergraduate entry pathways Curtin University Portfolio Entry Toolkit 5722FS-portfolio-toolkit- guide.pdf</p> <p>Please Note - You can apply for any Curtin course that accepts portfolio entry as a pathway. Some courses may require you to have studied at least one ATAR subject, or Mathematics Applications ATAR or equivalent, while others may ask you to include a</p>	<p>Experienced Based Entry Experienced Based Entry Pathways to uni Murdoch University</p> <p>Media Portfolio Media portfolio Pathways to uni Murdoch University</p>	<p>Experienced Based Entry Experience-based entry : The University of Western Australia</p> <p>EBE Eligibility checker Experience-based entry eligibility checker : Resources : The University of Western Australia</p>

		ATAR or don't meet the minimum entry requirements for our courses by another means.	visual portfolio or essay with your application. Make sure you check all the application criteria for your course before applying.		
<i>AQF – subject to application</i>	For applicants who have completed a VET qualification at Certificate IV, Diploma or Advanced Diploma level at a TAFE or other Registered Training Organisation. Students who have successfully completed a Certificate IV level qualification at TAFE after Year 12 are considered to have met minimum entry requirements for most courses except Law, Physiotherapy and Education courses.	If you've completed a Certificate IV, you may meet entry requirements for an undergraduate course. You may need to satisfy English competency requirement.	Cert IV completion English language requirements Curtin University	Cert IV completion + WACE	Certificates may contribute to Experienced Based Entry
<i>Other</i>	Will always consider individual applications by direct contact for interview.	Special Consideration EAS through TISC TISOnline - Educational Access Scheme Edith Cowan College \$\$\$ Home - Edith Cowan College	Special Consideration EAS through TISC TISOnline - Educational Access Scheme Curtin College \$\$\$ Home - Curtin College	Special Consideration EAS through TISC TISOnline - Educational Access Scheme Murdoch Rise For eligible students	Special Consideration EAS through TISC TISOnline - Educational Access Scheme UWay UWay : The University of Western Australia

	Other acceptable Enabling or Bridging courses – dependent on results and any course pre-requisites	Other acceptable Enabling or Bridging courses – dependent on results and any course pre-requisites	Other acceptable Enabling or Bridging courses – dependent on results and any course pre-requisites	Selection rank adjustment Murdoch University Law Start Law Start Pathways to uni Murdoch University Pre-Law Pre-Law Pathways to uni Murdoch University Murdoch College \$\$\$ Murdoch College Other acceptable Enabling or Bridging courses – dependent on results and any course pre-requisites	First in Family UWA First in Family Program : The University of Western Australia Fairway UWA Fairway UWA : The University of Western Australia UWA College UWA College The University of Western Australia Other acceptable Enabling or Bridging courses – dependent on results and any course pre-requisites, may contribute to Experienced Based Entry
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ENTRANCE TO TAFE

TAFE offers Certificates/Diplomas covering vocational education and training, apprenticeships and traineeships, support for workplace learning and business and industry. Qualifications are developed with industry to ensure graduates are ready for the workplace and the appropriate knowledge and skills required. There are pathways and links between qualifications to increase opportunities for further education and training.

Entry to Non-Competitive Courses

Applicants for non-competitive Courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels. Requirements from ONE of the columns below need to be met.

AQF Qualification Applying For	School Leaver	AQF
Certificate I	Nil	Nil
Certificate II	OLNA or Prequalified via Yr 9 NAPLAN	Certificate I or Certificate II
Certificate III	OLNA or Prequalified via Yr 9 NAPLAN	Certificate I or Certificate II
Certificate IV	C Grades in Year 11 WACE General English, and OLNA or Prequalified via Yr 9 NAPLAN	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C Grades) or equivalent	Certificate III

Some Courses may specify entrance requirements such as Maths or a folio. Check the Course entrance requirements for details.

Entry to Competitive Courses

Applicants for competitive Courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

Step 1:

Demonstrate Literacy and Numeracy skills or AQF qualification level.

Requirements from ONE of the columns below need to be met. For example, a school leaver can apply by providing evidence against either the requirements in the 'School Leaver' column or in the AQF column.

AQF Qualification Applying For	School Leaver	AQF
Certificate I	Nil	Nil
Certificate II	OLNA or Prequalified via Yr 9 NAPLAN	Certificate I or Certificate II
Certificate III	OLNA or Prequalified via Yr 9 NAPLAN	Certificate I or Certificate II
Certificate IV	C Grades in Year 11 WACE General English, and OLNA or Prequalified via Yr 9 NAPLAN	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C Grades) or equivalent	Certificate III

Some Courses may specify entrance requirements, such as Maths or a folio. Check the Course entrance requirements for details.

Step 2:

Provide evidence against the selection criteria for Courses with competitive entry.

Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria. Offers will be made to applicants with the highest total point scores.

Selection Criteria: Maximum 90 Points

Academic achievement – maximum 60 points	Work history – maximum 30 points
Derived from the highest points from either: <ul style="list-style-type: none"> secondary education results; or completed AQF qualification. 	Credit for total hours worked at 0.003 points per hour: <ul style="list-style-type: none"> employment work experience community services/volunteer work

Selection Criteria: Academic Achievement (Maximum 60 points)

Academic achievement can be demonstrated through secondary education results or a completed AQF qualification.

If documents for both secondary education and completed AQF qualifications are provided, points will be calculated for both and the higher points used to calculate the score for academic achievement.

If more than one AQF qualification has been completed, the one which awards the highest points score will be used.

Points awarded for Western Australian secondary education results.

The score will be generated from the three completed full year Courses that award the highest points.

Year	WACE Course Level	C Grade	B Grade	A Grade
Year 10		6	8	10
Year 11 / 12	Foundation	6	8	10
Year 11	General	11	12.5	14
Year 11	ATAR	14	16	18
Year 12	General	14	15	16
Year 12	ATAR	18	20	20

Points Awarded for Completed AQF Qualifications

Points are awarded for completed national recognised qualifications.

Course completed	Course Applying For					
	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Pathway Course	60	60	60	60	60	60
Degree and above	60	60	60	60	60	60
Advanced diploma	60	60	60	60	60	60
Diploma	60	60	60	60	60	60
Certificate IV	60	60	60	60	50	50
Certificate III	60	45	45	45	30	30
Certificate II	60	30	30	25	20	20
Certificate I	60	20	20	15	10	10

Requirements and Criteria

Most full time Courses at TAFE will require you to apply for admission through the Training Admissions Centre before you enrol. The application process is quite detailed, so it is important if you are unsure that you check with the relevant training organisation to make sure you follow the right steps to maximise your chances of successfully getting an offer of place.

Applicants need to meet the entrance requirements for the chosen Course. Where a Course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

The Training Admissions application form requires details of academic achievement, employment, work experience, voluntary activities, Australian citizenship or permanent residency status and other matters. When you submit your application you must provide written evidence to support all claims that you make.

SCHOOL ASSESSMENT

Grades and School Marks

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General Course (except Preliminary) you complete.

In Year 11 the school may recommend that you need to change your Course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR Course to a General Course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a 'completed' status instead of a grade for VET Certificates. The notation 'completed' counts the same as a C grade. If you do not complete the requirements of a VET Certificate you may receive credit towards WACE as VET unit equivalence, depending on how much of the Certificate you have finished.

A completed Endorsed Program is allocated one, two, three or four unit equivalents.

Adjustment of Grades and School Marks

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on the Authority's grade descriptions for each Course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

EXTERNAL ASSESSMENT

Externally Set Tasks (EST)

An EST is a common task that all students enrolled in a General Course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by the Authority.

Authenticity of Work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be appropriately acknowledged. This includes the use of Artificial Intelligence (AI).

The Senior School Assessment Policy will outline the penalties for submitting another's work as your own.

Work which could not be considered your own could include but, is not limited to:

- copying someone's work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person (such as a parent, tutor or subject expert) has substantially contributed
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students

All the work submitted as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be appropriately acknowledged.

Review of School Assessments

Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

ATAR EXAMINATIONS

The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all Courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at:

[Years 11 and 12 | Syllabus and Support Materials \(scsa.wa.edu.au\)](https://scsa.wa.edu.au)

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held from the first week of the Term 3 school holidays.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in Examinations

When you enrol in a Year 12 ATAR Course, you will be automatically enrolled to sit the ATAR examination in that Course. You must sit the ATAR external examination in order to receive unit and C grade credit towards WACE.

If you are applying for university admission, you should check that your Course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Equitable Access Adjustments (EAA)

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12.

The provision of EAA is determined by the School Curriculum and Standard Authority's (SCSA) Equitable Access to Assessment Policy and Guidelines. Year 11 and 12 adjustments may differ to those applied in Year 7-10 to ensure the school adheres to SCSA EAA requirements for General and ATAR courses, and/ or other programs delivered as part of the WACE.

COURSE CHOICES

What types of WACE Courses are there?

ATAR Courses

These are higher level Courses. Students who are aiming to enter university with an ATAR score will need to do a minimum of four ATAR Courses. All students doing ATAR Courses will need to sit external exams.

General Courses

These Courses are for students aiming to enter further education, alternative university entry, TAFE, Traineeship or the workforce straight from school. All students doing General Courses in Year 12 will need to sit externally set tasks.

There Are Two Types of Programs Which Can Contribute to The WACE:

1. VET programs (Certificates)
2. Endorsed Programs

VET Programs

- VET is recognised across Australia. VET Programs can give you the opportunity to gain core skills for work and in some cases, complete training in industry through workplace learning
- you can also begin training for your career while still at school by undertaking a VET qualification
- VET can contribute to up to eight of the 20 units you need to achieve your WACE

Why select a certificate?

- Certificates are nationally recognised Vocational Education and Training (VET) programs that can be used for admission to further education and training and/ or employment. Completion of a certificate can increase a student's competitiveness for admission to post-school pathways. For example, a certificate II, III or IV in any area provides more points to TAFE admission than General or ATAR courses (very important for competitive courses). The higher the level of certificate, the more points provided.
- Certificates can be used to gain university admission. For example, a Certificate IV will enable entrance to most courses with a requirement of 70 ATAR. A certificate II or III can be included in portfolio/ experience-based applications.
- Students doing less than 4 ATAR Courses should select a certificate.

You should select a certificate that aligns with your academic profile and area of interest. Your course counsellor can assist you to select the best option for you

Endorsed Programs

- Endorsed Programs address areas of learning not covered by WACE Courses
- these Programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces
- Endorsed Programs may contribute to up to two Year 11 Course units and two Year 12 Course units you need to achieve your WACE

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

PATHWAY CHOICES

Carine Senior High School offers the following pathways for students from which to choose:

- University Pathway using an ATAR score minimum of four ATAR Courses in Years 11 and 12
- Combined Pathway - University via another pathway/Further Training/Work Force comprising General, ATAR Courses and Certificates

University Pathway (Direct Entry using an ATAR score)

- This pathway is available to you if you demonstrate your suitability by achieving prerequisite grades and applicable examination marks in Year 10. Please see following page. Historical achievement may also be considered (NAPLAN)
- You select six (6) Courses with a minimum of four (4) ATAR Course unit combinations.
- It is recommended that students select five (5) ATAR Courses.
- Students doing 4 ATAR courses should also select a certificate
- External examinations for university entrance are conducted by the School Curriculum and Standards Authority for Year 12 ATAR Courses
- Practical WACE examinations occur during Term 3 school holidays.
- It is strongly recommended you need to be aware of tertiary institutions' specific prerequisite Courses
- ATAR English or ATAR Literature may be required for some Universities.

Combined Pathway -University via another pathway/Further Training/Work Force

- If you wish to attend university through another pathway such as UniPrep, Certificate IV or Portfolio, or enter the workforce after senior schooling you need to select six (6) Courses, a combination of General, ATAR or Certificates.
- Students considering portfolio/ experience based admission should check requirements for each university.
- You are required to study English.
- If you are enrolled in an ATAR Course in your final year you must sit an external examination.

You are required to select six (6) Courses. You may select one (1) or two (2) Certificates. Students on this pathway should select a certificate.

SENIOR SCHOOL COMMITMENT

Your Responsibilities

Enrolment in senior schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. The Year Manager will outline the Carine Senior High School Good Standing Policy.

Changing Courses

Course changes will only occur in Year 11 if advised by staff for academic reasons.

After Semester 1 and at the end of Year 11, your achievement data will be reviewed to determine whether WACE requirements will be met and in some cases you will be interviewed by the Associate Principal.

You will not be permitted to withdraw from a Certificate.

Attendance Commitment

Your attendance and participation in class is the key to achieving success. Studies show that students who regularly attend school are more likely to succeed at school. Aim for 100% attendance. If you know you are going to be absent, follow the process outline in the Senior School Assessment Policy. You are also required to seek permission from the school for the absence. You will need to provide the school with a medical certificate or other valid documentation

Homework and Study Commitment

All senior school pathways and Courses require the completion of homework. It is recommended that students in WACE ATAR Courses need to complete a minimum of three (3) hours study per Course per week. Homework does not only consist of work given to you by the teacher, but includes a self-directed component. This may be organising your notes, revision, research and exam study.

You are required to hand all assessment work in on time for all Courses. Failure to do so jeopardises your grades and does not allow you to achieve to your potential. Consequences for incomplete or late assignments are outlined in the Senior School Assessment Policy. It is recommended that parents and students carefully read this information. The Senior School Assessment Policy is on Carine Senior High School's Connect Community and the school website

WACE BREADTH-OF-STUDY LIST 2026

Full descriptions of all School Curriculum and Standards Authority Courses can be found at <http://www.scsa.wa.edu.au>.

It is not possible for schools to timetable all Courses.
Students must choose at least one Course from List A and List B.

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 Course from each of List A and List B.

List A (Arts/Languages/Social Sciences)	List B (Mathematics/Science/Technologies)
Careers & Employability	Accounting and Finance
Children, Family and the Community	Biology
Dance	Building and Construction
Drama	Chemistry
Economics	Computer Science
English	Food Science and Technology
French (second language)	Human Biology
Geography	Materials Design and Technology - Wood
Health Studies	Materials Design and Technology - Textiles
Literature	Mathematics
Modern History	Outdoor Education
Politics and Law	Physical Education Studies
Visual Arts	Physics
	Psychology
	Science in Practice

COURSE PREREQUISITES: ATAR

2026

COURSE	CODE	EXAM	GRADE
Drama ATAR	AEDRA	n/a	B Drama and B English
Dance ATAR	AEDAN	n/a	B Dance and B English
Visual Arts ATAR	AEVAR	n/a	B Art and B English
English ATAR	AEENG	60	B English
Literature ATAR	AELIT	70	B English
Physical Education Studies ATAR	AEPEP	n/a	B PE and B Science Enrolled in Year 10 Sports Science
Accounting & Finance ATAR	AEACF	55	C Math and C English
Computer Science ATAR	AECSC	55	C Math and C English
Modern History ATAR	AEHIM	60	B HASS or 60 History exam and B History
Economics ATAR	AEECO	60	B HASS or 60 Economics exam and B Economics
Geography ATAR	AEGEO	60	B HASS or 60 Geography exam and B Geography
French: Second Language ATAR	AEFSL	70	B French
Politics and Law ATAR	AEPAL	60	B HASS or B Civics and Citizen and 60 exam
Mathematics Specialist ATAR	AEMAS	85 *	A Math
Mathematics Methods ATAR	AEMAM	75 *	B Math
Mathematics Applications ATAR	AEMAA	55 ^	C Math
Biology ATAR	AEBIO	65	B Science or B Biological Science and 65 exam
Chemistry ATAR	AECHE	70	B Science or B Chemical Science and 70 exam (Must be in Advanced 1 or 2 in Sem 2)
Human Biology ATAR	AEHBY	65	B Science or B Biological Science and 65 exam
Physics ATAR	AEPHY	70	B Science or B Physical Science and 70 exam (Must be in Advanced 1 Sem 2)
Psychology ATAR	AEPSY	65	B Science, B English and C Maths
Certificate IV in Business	BSB4012	n/a	C Math and B English OR NAPLAN results review
ECU UniPrep	ECUPREP	55	C Maths and C English

*Combined Year 10 General Maths and Advanced Maths Exam marks.

^Students in Advanced classes have met the Applications Prerequisite

IMPORTANT DATES

10 June	Parent Information Night
13-19 June	Year 10 Exams
Week 10	Student Information Sessions including SSO Course Information
Week 10	Learning area course information and Course selection presentations
1 July	Combined School Community Career Expo at Carine Senior High School
4 July	Year 10 Reports Home
4 July	Course selection through SSO opens
1 August	Course selection through SSO closes

WHAT NOW?

- Discuss choices for next year and beyond with your parents
- Talk to your Course Counsellor

The Year 11 2026 timetable is constructed based on student course selections. The timetable can therefore accommodate initial student selections only. Course changes will not occur during Year 11 unless there are medical or extenuating circumstances, and/ or school staff advise it is necessary. It is therefore very important that students and parents access accurate information and adhere to course counsellor advice in order to make informed choices. This will avoid the disappointment of not being able to make a course change during Year 11 if a student feels they have selected an unsuitable course. Students may request changes to their selections after receiving their Year 11 courses in Term Four of this year, however, changes will only occur if they can be accommodated in the timetable.

This is particularly important in relation to Mathematics courses. Students who select Mathematics Methods will not be able to move into Mathematics Applications if they find Methods too challenging upon commencement of the course in Year 11. It is therefore very important to adhere to pre-requisites, which are the best indicator of a student's suitability for a course.

COURSE SELECTION COUNSELLORS

YEAR 10 COURSE SELECTION COUNSELLORS 2025

As part of the transition for Year 10 students to Year 11 in 2026, each student at Carine Senior High School has been allocated a Course Counsellor. Students and Parents/Guardians are welcome to contact their child's Course Counsellor to discuss their child's goals and ambitions for their pathway into Year 11 as well as their post school options and the courses and certificates appropriate for selection.

HEALTH CLASS	COURSE COUNSELLOR	EMAIL ADDRESS
10HE_1 Ms Mathieson	Carly Keay Associate Principal Senior School	Carly.Keay@education.wa.edu.au
10HE_2 Mr Papathanassiou	Carly Keay Associate Principal Senior School	Carly.Keay@education.wa.edu.au
10HE_3 Mr Reid	Clare Slodecki Program Coordinator – Careers, Pathways and Transitions	Clare.Slodecki@education.wa.edu.au
10HE_4 Mr Allen	Clare Slodecki Program Coordinator – Careers, Pathways and Transitions	Clare.Slodecki@education.wa.edu.au
10HE_5 Mr Westcott	Clare Slodecki Program Coordinator – Careers, Pathways and Transitions	Clare.Slodecki@education.wa.edu.au
10HE_6 Mr Sibma Ms Michell	Clare Slodecki Program Coordinator – Careers, Pathways and Transitions	Clare.Slodecki@education.wa.edu.au
10HE_7 Ms Loag Ms Rushforth	James Lorimer Associate Principal	James.Lorimer2@education.wa.edu.au
10HE_8 Mr Burns	James Lorimer Associate Principal	James.Lorimer2@education.wa.edu.au
10HE_9 MS Cook	Kiasten Devellerez Academic Performance Manager	Kiasten.Devellerez@education.wa.edu.au
10HE_10 Mr Zehnder	Kiasten Devellerez Academic Performance Manager	Kiasten.Devellerez@education.wa.edu.au
10HE_11 Mr S Brown	Vicky Williams Academic Performance Manager	Vicky.Williams@education.wa.edu.au
10HE_12 Mr Findlay	Vicky Williams Academic Performance Manager	Vicky.Williams@education.wa.edu.au
10HE_13 Mr Troode	Natalie Dowd Academic Performance Manager	Natalie.Dowd@education.wa.edu.au
10HE_14 Mr Wright	Natalie Dowd Academic Performance Manager	Natalie.Dowd@education.wa.edu.au
10HE_15 Ms Tapley	TBA	

UniPrep

Prerequisite: C Grade and 55% Exam Year 10 Maths and English.

Program Requirements:

Students doing UniPrep Schools must do at least one ATAR course, up to a maximum of 3 ATAR courses.

Our school has partnered with Edith Cowan University (ECU) to offer students a university pathway through the UniPrep Schools Program. It is offered to our Year 11 students to complete over two years.

The UniPrep Schools Program contains four academically rigorous units: Future Ready Skills; Academic Literacies; Society and Cultural Studies; and Mathematics. Students complete all four units over Years 11 and 12. On successful completion of those units and school graduation, students can then apply for most of ECU's undergraduate courses (excluding courses with specialist entry requirements).

This Program complements other senior school studies by helping students to further develop their academic skills and integrates university experiences.

UniPrep Schools is an endorsed program that provides up to one-unit equivalent (C grade) for each of the four units successfully completed. It offers a skills-focused university pathway that prepares students for the requirements of undertaking a university degree.

Students who successfully pass all four units meet university admission requirements including English Language Competency requirements. Whilst university admission requirements can change, at present ECU, Curtin University, Murdoch University, Notre Dame University and the University of Western Australia accept the ECU UniPrep course as an entrance pathway to a range of courses.

Students doing UniPrep Schools cannot do four or five ATAR courses, but it is a program requirement that they select one ATAR course minimum. Carine Senior High School recommends that UniPrep students do a maximum of 2 ATAR courses to balance the demands of UniPrep Schools with the academic demands of ATAR courses.

As UniPrep Schools is a university course, it is expected that students display independent learning skills suitable for an adult learning environment. Whilst the program is run at Carine Senior High School, students enrol as ECU students. UniPrep Schools students must take responsibility for learning ECU's online platform, adhere to ECU assessment requirements and independently communicate with ECU staff where required. ECU policies and procedures are applied in the delivery of the program. As such, processes may differ to those that apply to General and ATAR courses, and certificates delivered at the school.

ATAR COURSES

The Arts

Drama ATAR

Prerequisite: B Grad Year 10 Drama and B Grade Year 10 English

The Drama ATAR course focuses on drama in practice as you develop and integrate your knowledge and skills. You will use the elements and conventions of drama to develop and present ideas plus explore personal and cultural issues. You will engage in drama processes, such as improvisation and text interpretation which allows you to create drama and interpret a range of texts written or devised by others. Your work in this course includes production and design aspects, such as sets, costumes, props, sound and lighting including consideration of technologies, such as digital sound and multimedia. You will present drama to a range of audiences and work in different performance settings. The focus in this course is on individual and ensemble performance in a variety of roles including actor, scenographer, lighting designer, costume designer, sound designer and director.

Dance ATAR

Prerequisite: B Grade English B, Grade Year 10 Dance

The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. You will study Contemporary Dance, as well as one other genre selected from either Hip Hop or Jazz, developing your skill to a high level. You will have the opportunity to use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, as well as drawing on your own physicality and the interpretation of existing work of others, to make and perform dance works. The opportunity to present dance to an audience will enable you to understand and undertake a wide range of production and design concepts, skills and roles. All senior school students will be expected to perform in the dance concert for assessment purposes. You will reflect on, respond to and evaluate how dance styles and forms are historically derived and culturally valued. You will learn about the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. All of these aspects of the dance Course will be within the focus of Popular Culture and Australian Dance.

Visual Arts ATAR

Prerequisite: B Grade Year 10 Art, B Grade Year 10 English

You will engage in and explore a range of traditional, modern and contemporary media and techniques such as drawing, painting and sculpture. Each project is designed to increase not only your skills but your creativity and originality. You will work in a similar way to artists in practice, learning how to investigate ideas, drawing from contemporary life and other artists' work as inspiration before creating your own studio pieces. As you move through the Course and into Year 12 you will become more self-directed in your choice of subject matter and concepts. Written work is an integral part of the Course. You will learn how to analyse and interpret artworks, develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art.

English

English ATAR

Prerequisite: B Grade and 60% Exam Year 10 English

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Literature ATAR

Prerequisite: B Grade and 70% Exam Year 10 English

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Health and Physical Education

Physical Education Studies ATAR

Prerequisites: B Grade Year 10 Physical Education, B Grade Year 10 Science, Enrolment in Year 10 Sport Science (Pre-ATAR Course). Out of school team sport participation is also highly recommended.

FOCUS SPORT: NETBALL

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. You will engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning.

Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves you in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities. You will analyse the performance of yourself and others, apply theoretical principles and plan programs to enhance performance.

Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares you for a variety of post-school pathways, including immediate employment or tertiary studies. It provides you with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips you to take on volunteer and leadership roles in community activities.

Throughout Year 11 and 12, students engage in a rigorous netball training schedule that supports them to achieve success in the external assessment. An elite level netball coach conducts practical sessions at the school to best prepare students for the external practical netball examination in 2026. To support students to achieve success, it is therefore a Carine Senior High School requirement that all students undertake the external assessment in netball only.

Humanities and Social Science

Economics ATAR

Prerequisite: B Grade and 60% Exam Year 10 HASS or B Grade Economics & 60% Exam

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The study of Economics will provide a framework for examining society's issues and identifying possible solutions. The emphasis of the course is on the Australian economy. The units studied are:

Unit 1 - Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. You will explore the workings of real-world markets with an emphasis on the Australian economy.

Unit 2 - Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. You will learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

Geography ATAR

Prerequisite: B Grade and 60% Exam Year 10 HASS or B Grade Geography & 60% Exam

The study of the Geography ATAR course will draw on your curiosity about the diversity of the world's places and their peoples, cultures and environments. Geography provides you with many opportunities to explore current and past issues facing the planet and provides students considering a career in either the sciences or the humanities, an insight into these issues from a global perspective. The units studied are:

Unit 1 - Natural & Ecological Hazards

The focus of this unit is on natural hazards and ecological hazards such as earthquakes, tsunamis, volcanic eruptions, floods, droughts, storms & bushfires, tornadoes, environmental diseases and pandemics such as HIV/AIDS, Malaria, and COVID-19.

You will develop a depth of understanding of how, where and why natural hazards occur and what can be done to minimise the risks associated with these hazards.

Unit 2 - Global Networks

The focus here is on the technological revolution. What ideas have changed the planet in the 20th Century? How did pop music, transport technology, sports, food and wine spread across the globe? How are countries and cultures connected through tourism? How are people linked now compared to in the past? What is likely to happen in the future?

Modern History ATAR

Prerequisite: B Grade and 60% Exam Year 10 HASS or B Grade History & 60% Exam

History is the study and practice of making meaning of the past with a view to understanding the present. The knowledge gained from studying Modern History reveals the background and some of the driving forces behind present local and global issues. You will be exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings and secondary sources, in order to determine the cause and effect and the motives and forces influencing people and events. The units studied are:

Unit 1 - Understanding the Modern World

Through a close study of America from 1907 to 1941 and how capitalism developed, you will gain understanding of the “American Dream.”

Find out how Rockefeller became the world’s wealthiest man, how Henry Ford revolutionised factory production and how American society fared in the Great Depression and through the World Wars. Find out about prohibition, Al Capone and the gangster era.

Unit 2 - Movements for Change in the 20th Century

By studying Nazi Germany, you will gain an understanding of the Holocaust, Nazi propaganda, the “master race” and the famous leaders of Germany: Hitler, Goebbels and Krupp. You will question how a civilised society became controlled by the evils of Nazism

Politics and Law ATAR

Prerequisite: B Grade and 60% Exam B Civics and Citizen & 60% Exam

Knowledge of Australia’s political and legal systems is essential for becoming informed, involved and effective citizens. The Politics and Law ATAR course provides an opportunity to develop this understanding, while exploring pressing issues affecting your lives and our democracy. It also presents a valuable background for careers in law, journalism, advocacy and community development.

Unit 1 – Democracy and the Rule of Law

This unit introduces you to the principles of liberal democracy, their application in Australia and their incompatibility with non-democratic systems (e.g. North Korea). You will also gain a critical understanding of Australia’s legal system and interrogate political and legal issues in our nation and around the world.

Unit 2 – Representation and Justice

This unit introduces you to the role of political parties and voting systems in securing effective representation. You will examine Australia’s electoral systems and compare them with those in other nations (e.g. the United States). You will also evaluate the criminal and civil law processes in Western Australia, focusing on ideas of justice and fair treatment

Languages

Benefit of studying French

Learning French offers numerous valuable benefits for high school students. As one of the most widely spoken languages globally, French is an official language in over 30 countries and serves as a key language in international organisations such as the United Nation. Studying French enhances cultural awareness and provides access to a rich literary, historical, and artistic heritage. Additionally, it can open doors to global travel, academic opportunities, and careers in international relations, mining, business, and tourism. Furthermore, learning a second language strengthens cognitive abilities, improves memory, and supports the development of critical thinking and communication skills.

French: Second Language ATAR

Prerequisite: B Grade and 70% Exam Year 10 French, Completed Online Application Form

The French: Second Language ATAR Course is designed to further develop your knowledge and understanding of the culture and the language of French-speaking communities, providing you with opportunities to gain a broader and deeper understanding of French and extend and refine your communication skills. The Course focuses on the interrelationship of language and culture and equips you with the skills needed to function in an increasingly globalised society and in a culturally and linguistically diverse local community, providing you with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English. The focus for Unit 1 is *C'est la vie! (That's life!)* and is organised around the topics of "My daily routine", "French sports and leisure" and "Leading a healthy lifestyle". The focus for Unit 2 is *Voyages (Travel)* and is organised around the topics of "My travel tales and plans", "Australia as a travel destination" and "Travel in a modern world".

Enrolment Criteria for WACE Language Courses

If you wish to study a WACE second language Course (excluding Aboriginal Languages of Western Australia) in order to ensure eligibility to enrol in the selected Course, an online application must be completed stating that you have no background in the language.

Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the application is fully and accurately completed before it is submitted. Students complete their WACE language course enrolment application by logging in to the SCSA student portal at

<https://studentportal.scsa.wa.edu.au>

Assistance with the online application process will be given by your teacher. You should discuss your enrolment options with your teacher or Academic Performance Manager.

Mathematics

There are three Mathematics ATAR Courses. Each Course is organised into four units. Unit 1 and Unit 2 are taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR Courses is based on only Unit 3 and Unit 4. The Courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students. The combination of Mathematics Applications and Mathematics Methods can be used in the calculation of a student's ATAR score.

Students may therefore select both courses. Mathematics Specialist and Mathematics Applications remain an unacceptable combination.

Mathematics Specialist ATAR

Prerequisite: A Grade and a combined Advanced Mathematics and Year 10 Mathematics Exam Average of 85%.

Must be studied concurrently with Mathematics Methods

This Course provides opportunities, beyond those presented in the Mathematics Methods ATAR Course, to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods Course, as well as demonstrate their application in many areas. The Mathematics Specialist Course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.

Mathematics Specialist is the only ATAR Mathematics Course that should not be taken as a stand-alone Course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR Course as preparation for entry to specialised university courses such as Engineering, Physical Sciences and Mathematics.

Passing Mathematics Specialist may mean you avoid the need to complete, and pay for, mathematics bridging units related to these specialized courses at university.

Mathematics Methods ATAR

Prerequisite: B Grade and a combined Advanced Mathematics and Year 10 Mathematics Exam Average of 75%

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which Mathematics and statistics have important roles. It is also advantageous for further studies in the Health and Social Sciences. In summary, this course is designed for you if your future pathways involve Mathematics and statistics and their applications in a range of disciplines at the tertiary level. Mathematics Methods contains an exceptionally packed curriculum, though a portion of the course is content found in Year 10, in particular linear and quadratic equations. If you do not actively revise Year 10 Advanced Mathematics content to maintain understanding, you will struggle with the pace of the course.

If you were in Year 10 Advanced, you will find the pace slightly less taxing as there is some overlap with the Australian Curriculum 10A content and early content in Mathematics Methods. Topic timing in the Mathematics Methods syllabus was written with the intention that you have been exposed to the 10A curriculum.

Passing Mathematics Methods may mean you avoid the need to complete, and pay for, mathematics bridging courses at university.

Mathematics Applications ATAR

Prerequisite: C Grade and 55% Exam Year 10 Mathematics. Students in Advanced Mathematics classes have met the Applications Prerequisite.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis and growth and decay in sequences. It also provides opportunities for you to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR Course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Science

Biology ATAR

Prerequisite: B Grade and 65% Exam Year 10 Science OR B Biological Science and 65% Exam

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR Course. This Course encourages you to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. You will develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, which may include a 2-day camp in the Jarrah Forrest and a study of the beach foreshore.

Unit 1 - Ecosystems and Biodiversity

In this unit, you will investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. In particular students, will learn about the Western Australian environment which has several areas that are either World Heritage listed or recognised as Biodiversity Hotspots for their uniqueness.

You will develop an understanding of the processes involved in the movement of energy and matter in ecosystems. You will investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. You will investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. You will use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Unit 2 - From single cells to multicellular organisms

In this unit, you will examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. You will investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs, and organ systems. You will examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

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Chemistry ATAR

Prerequisite: B Grade, 70% Exam Year 10 Science OR B Chemical Science and 70% Exam

The Chemistry ATAR Course equips you with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. You will recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This Course prepares you to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables you to relate Chemistry to other sciences, including Biology, Geology, Medicine, Molecular Biology and Agriculture and prepares you for further study in the sciences.

Human Biology ATAR

Prerequisite: B Grade and 65% Exam Year 10 Science OR B Biological Science and 65% Exam

The Human Biology ATAR Course gives you a chance to explore what it is to be human, how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through your investigations, you will research new discoveries that increase your understanding of human dysfunction, treatments, and preventative measures.

Practical tasks are an integral part of this Course and develop a range of laboratory skills, for example, biotechnology techniques. You will learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Unit 1 - The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. You will study the functions of cells, and how these functions relate to metabolism, and exchange of materials. The role and importance of enzymes to meet the needs of cells and the whole body. You will look at the structure and function of the respiratory, circulatory, digestive, excretory systems and the musculo-skeletal system.

Unit 2 - Reproduction and Inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

You will learn about the structure and function of the male and female reproductive systems. How the female reproductive system supports pregnancy and birth. How reproductive technologies can influence and control the reproductive ability in males and females. You will learn about the role cell division and cell differentiation play in the changes that occur between the time of fertilisation and birth. How disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. You will learn about assisted reproductive technologies and the consequences technological advances and medical knowledge has for individuals.

Physics ATAR

Prerequisite: B Grade, 70% Exam Year 10 Science, B Grade Physical Science and 70% Exam Recommended minimum Maths requirement in Year 11: Methods

In the Physics ATAR Course, you will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. You will have opportunities to develop your investigative skills and use analytical thinking to explain and predict physical phenomena.

You will plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate your findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this Course.

Psychology ATAR

Prerequisite: B Grade, 65% Exam Year 10 Science, B English and C Maths

In the Psychology ATAR Course, you will be introduced to psychological knowledge which supports an understanding of the way individuals' function in groups. You will learn about major psychological models and theories and the methods used to conduct scientific investigations in the discipline of psychology.

You will apply research methods and ethical principles as you analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality, and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which you can apply throughout your study, work and everyday life.

Unit 1

You will gain an understanding of how and why people behave the way they do. You will learn about the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. You will explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. You will examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining, and regulating relationships. You will be introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research.

Unit 2

You will be introduced to developmental psychology by looking at the concept of average development and changes expected as people age. You will analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. You will explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. You will investigate the influence of others on self-concept, identity and attitudes and explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice.

Technologies

Accounting and Finance ATAR

Prerequisite: C Grade and 55% Exam Year 10 Mathematics, C Grade Year 10 English

Ever wondered how businesses keep track of their money or how financial decisions impact the world around us? In ATAR Accounting and Finance, you'll dive into the systems that underpin financial decision-making for individuals and organisations. From mastering double-entry accounting to analysing financial reports, this course equips you with the skills to interpret and evaluate financial information critically. You'll explore the ethical, social, and environmental considerations in financial practices, preparing you for informed decision-making in both personal and professional contexts.

Whether you're pursuing a career in business or finance, planning to start your own business, or simply looking to become more financially savvy, this course lays the foundation for understanding the financial world and its far-reaching consequences.

This course offers valuable preparation for students planning to pursue tertiary studies in Commerce or Accounting. ATAR Accounting and Finance is especially beneficial for those aiming for a career in the field, as it covers core concepts that are a key part of first-year university programs.

Computer Science ATAR

Prerequisite: C Grade and 55% Exam Year 10 Mathematics, C Grade Year 10 English

From search engines to smart phones, computers are all around us. Studying Computer Science involves discovering the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate.

The Computer Science ATAR course introduces students to the fundamental principles, concepts and skills used in the field of computing. Students explore how computer and information systems are created and how they run. They develop skills in software development, networking, managing data and designing databases whilst considering the ethical and moral impacts of computing.

The practical skills that students will develop in this course are vital for employability as well as daily life in a rapidly evolving, technological society. Students learn problem-solving abilities and technical skills as they discover how to diagnose and solve problems in the course of understanding the building blocks of computing.

If you are interested in technology and computing, and how computer systems work, then Computer Science is an ideal subject for you to consider in Years 11 & 12. The skills developed, such as programming, problem solving and planning are suitable and advantageous for many professions in a modern world and especially as a pathway to a range of technology-based careers. You will gain a set of skills that equip you for the 21st century and give you an appreciation of the impact of information technology on society.

GENERAL COURSES

The Arts

All General Arts Courses have a written and practical component. The written component in the General Course will prepare you for the EST (Externally Set Task) which is delivered to all Year 12s in the following year and is worth 15% of the Course.

Dance General

The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. You will study Contemporary Dance, as well as one other genre selected from either Hip Hop or Jazz, developing your skills. You will have the opportunity to use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, as well as drawing on your own physicality and the interpretation of existing work of others, to make and perform dance works. The opportunity to present dance to an audience will enable you to understand and undertake a wide range of production and design concepts, skills and roles. All senior school students will be expected to perform in the dance concert for assessment purposes. You will reflect on, respond to and evaluate how dance styles and forms are historically derived and culturally valued. You will learn about the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. All of these aspects of the dance Course will be within the focus of Exploring the Components of Dance and Dance as Entertainment.

Drama General

The Drama General course focuses on drama in practice as you integrate your knowledge and skills. You will engage in drama processes such as improvisation, play building, text interpretation, playwriting and production. This allows you to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Your work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, sound and lighting plus the potential use new technologies, such as digital sound and multimedia. You will present drama to make meaning for a range of audiences and adapt your drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

Visual Arts General

The focus for this Course is the exploration of practical skills leading towards art works such as paintings, sculptures, street art or multimedia pieces. Each Unit incorporates keeping an Art Journal of your drawings, ideas and designs that leads towards a major studio piece. The majority of your mark comes from the practical component.

General Art allows you to develop and extend your creative skills, working in a wide range of traditional and contemporary media that promotes innovative arts practice. You are encouraged to appreciate and investigate the work of other artists when developing your own ideas.

English

English General

The English General Course focuses on consolidating and refining the skills and knowledge needed by you to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The Course is designed to provide you with the skills to succeed in a wide range of post-secondary pathways by developing your language, literacy and literary skills. You will comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Mathematics

Mathematics Essential General

The Mathematics Essential General course focuses on effectively, efficiently and critically using mathematics to make informed decisions. It provides you with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides you the opportunity to prepare for post-school options of employment and further training.

Health and Physical Education

Health Studies General

The Health Studies General course you explore health as a dynamic quality of life. You will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote your own and the health of others. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

This course will prepare you for career and employment pathways in a range of health and community service industries. You will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip you to adapt to current and future studies and work environments.

Physical Education Studies General

Focus Sports: Volleyball, Badminton and Netball

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. You will engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning.

Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves you in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities. The course prepares you for a variety of post-school pathways, including immediate employment or tertiary studies. It provides you with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips you to take on volunteer and leadership roles in community activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. You will analyse your own performance and that of others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Outdoor Education Studies General

Focus Activities: Snorkelling, Body Boarding, Roping, Navigation and Bushwalking

Pre-requisites: water competency (swim 200m in 7 minutes and tread water for 15 minutes)

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. You will develop self-awareness by engaging in a range of challenging outdoor activities. Personal and group skills will be enhanced and confidence, empathy and self-understanding will be developed. Working with others enables you to better understand group dynamics, and enhance your leadership qualities and decision-making abilities, while showing respect for yourself, others and the environment.

You will plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. You will learn to assess risk and identify and apply appropriate management strategies and emergency response procedures. The course will prepare you for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry. There will be a 1-day excursion to Rottneest Island at the end of term 1 and a 3 day hiking camping in the Wellington Dam National Park in term 4 to put the skills learnt in class into practice in an outdoor environment.

This course involves attendance at a compulsory camp in Year 11 AND Year 12. Failure to attend either of these camps will mean that the syllabus requirements have not been met, resulting in the student not passing the course.

- In Year 11 students are required to attend a 3-day hiking camp in Term 4. This camp will incur an extra cost of approximately \$110.
- In Year 12 students are required to attend a 3-day canoeing camp in Term 3. This camp will incur an extra cost of approximately \$200.

Humanities and Social Science

Modern History General

History is the study and practice of making meaning of the past with a view to understanding the present. The Modern History General course provides you with an understanding of the driving forces behind present local and global issues. Investigating the past helps you to understand why and how groups and/or societies changed or resisted change. The Modern History General course allows you to gain insights into their own society and its values. It helps you to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society.

The content for Unit 1 and 2 will be determined by the History teachers.

Unit 1 – People, place and time might cover

- Napoleon, the Revolution and the Empire
- Nicholas II and the decline of Tsarism
- Local history

Unit 2 – Power and authority might cover

- Authoritarian state: Tokugawa Japan
- Authoritarian state: Communist Russia/USSR 1917–1953

Careers and Employability General

Get ready to shape your future in the Careers and Employability General course! This course isn't just about landing a job; it's about linking your work, learning, and life in today's fast-moving, digital world. You'll become a savvy, enterprising career manager, ready to adapt and succeed. Let's dive in and get you ready to take charge of your career!

Unit 1: Career Exploration

Jump into career exploration and learn how to find and use reliable career info to map out your future. Discover how learning impacts your career path and how to build a strong self-image that enhances your life and work. You'll explore your skills, values, and interests, and see how they fit into different roles. Plus, understand how jobs are evolving and why responsibility is key to any career. We'll also cover the must-have skills for success in any job.

Unit 2: Entry-Level Job Readiness

Get ready for your first job! This unit focuses on becoming work-ready by setting meaningful goals and boosting personal growth. Reflect on your strengths, find areas to improve, and pursue your passions. You'll evaluate your career skills and build an awesome portfolio to showcase your experiences. Learn about the rights and responsibilities in entry-level jobs, understand work safety laws, and see how government rules affect the workplace. Prepare to rock the working world with confidence!

Science

Human Biology General

The Human Biology General course will give you a chance to explore how the human body works. You will focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens will be studied, as well as the role of males and females in the process of reproduction.

You will investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. You will research contemporary treatments for dysfunctions of the body systems and will be encouraged to use ICT to interpret and communicate your findings in a variety of ways. Second-hand data will be used to investigate transmission of diseases from a historical perspective and recent global incidences.

Unit 1 - Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

You will learn about the structure and function of cells, including how materials are exchanged between the internal and external environment, the respiratory, circulatory, digestive and urinary systems. You will investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems.

The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Psychology General

In the Psychology General course, you will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. You will learn about well-known psychological models and theories and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which you can apply throughout your study, work and everyday life.

Unit 1

You will study personality and intelligence and how individuals are influenced by their surroundings. You will explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. You will examine different agents of socialisation, focusing on the impact of parenting style on behaviour. You will study the types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied.

Unit 2

You will be introduced to the human brain, and its major parts. You will explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity, and psychoactive drugs. You will learn about physical, cognitive, social, and emotional development and the role of nature and nurture. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability.

Science in Practice General

This course covers all aspects of Science and aims to be attractive to students with a wide variety of interests and career aspirations. There is a strong emphasis on learning practical skills in the laboratory. Students will also learn research techniques and plan and undertake student-led scientific investigations.

Unit 1: Acids and Bases

This unit is on chemical and biological science and focuses on the following topics:

- Properties of acids and bases.
- The use of pH indicators and how to make plant-based indicators.
- Identifying substances as acidic, neutral, or basic.
- The effects chemical changes in the environment and how they impact ecosystems.

Unit 2: Wheels in Motion

This unit is on physical and biological science and focuses on the following topics:

- The human nervous system.
- Factors that influence reaction time.
- Speed and acceleration.
- Newton's laws of motion and the laws of physics.

Technologies

Building and Construction

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It allows them to apply and extend strategies for problem solving and develops their skills in planning and management. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

Year 11 Course Structure

Unit 1:

This unit introduces students to the considerations required in building design and explores properties of common, natural or pre - made construction materials, their mechanical properties and use in construction.

Unit 2:

This unit explores properties of common, natural and pre - made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects.

Children, Family and the Community General

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities.

The focus of this course is child development from conception to five years. You will explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development of children.

You will engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

This course is an ideal course for students wishing to pursue a career in childcare, early childhood education, primary school teaching and nursing. It's also a wonderful opportunity to assist students in babysitting for family and friends.

Food Science and Technology General

The Food Science and Technology General course will provide opportunities for you to explore and develop food-related interests and skills. This is a practical based course. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing.

You will organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. You will investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes and processing techniques are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices and a variety of processing techniques are implemented to produce safe, quality food products.

This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Materials Design and Technology General - Textiles

The Materials Design and Technology General Textiles course will provide opportunities for you to explore and develop textiles-related interests and skills.

This is a hands-on course providing you with the opportunity to let your creative side run wild! You are introduced to the fundamentals of fashion design and are given opportunities to create your own designs through the design process.

You will develop skills in design sketching, pattern making, operating a sewing machine and operating an overlocker. You'll learn to communicate various aspects of the technology process by constructing what you design.

Throughout the process, you will learn about the origins, classifications, properties and suitability for end use of the materials you are using and be introduced to a range of production equipment and techniques.

You will develop construction techniques, materials manipulation skills and production management strategies, and be given the opportunity to realise your design ideas through the production of your design project.

In consultation with your teacher, you will select projects of interest and then design and make items suitable for a specific market.

This course may enhance employability and career opportunities in areas that include fashion design, textiles manufacturing and retail.

Materials Design and Technology General - Wood

The Materials Design and Technology General Wood course is a practical course that focuses on designing and manufacturing high quality woodwork projects.

This course promotes initiative and innovation in the development of ideas that apply to the fundamentals of the design and construction in a woodwork context. You will use a variety of hand tools, power tools and machining operations.

You will have the opportunity to develop and practise skills that contribute to creating a physical product while acquiring an appreciation of the application of a design process and an understanding of the need for materials sustainability. You will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

VOCATIONAL EDUCATION and TRAINING (VET)

By studying for a certificate at school you will be undertaking industry based training while working towards secondary graduation. Students can gain qualifications and valuable workplace skills and experience all while still at school. All achievement is listed on your West Australian Certificate of Education (WACE). You are able to gain up to six units towards the WACE.

As the assessment is competence based, there is no grade awarded. For each certificate, you will be assessed on a set number of competencies and marked either 'competent' or 'not yet competent'. You must achieve 'competent' for each of the competencies in order to be awarded a full certificate. VET courses are delivered through a third party agreement with a Registered Training Organisation to ensure compliance.

All information is current as at May 2025 but is subject to review and change to ensure compliance.

The Arts

CUA30920 Certificate III in Music

Completion: 2 Years: 11 Units of Competence

Prerequisite: Completion of Year 10 Music and the ability to play an instrument.

Students who have not completed Year 10 music will need to contact Matthew Barker (TiC Performing Arts) to discuss if this course is suitable for them.

The CUA30920 Certificate III in Music is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CUA30920 Certificate III in Music, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

This qualification is for students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

The core units of competence in the certificate include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units allow you to develop skills in an area of your interest from preparing for performances, developing audio skills and knowledge or repairing and maintaining audio equipment.

By completing this certificate, you can apply to study a higher certificate at a State Training Provider or TAFE. Other possibilities include applying to study music at WAAPA. It is also recommended, although not essential, that you complete Workplace Learning with this course to gain relevant industry experience.

Possible future career opportunities:

- Musician
- Music Technician
- Singer
- Stage Producer
- Director
- Stage Manager
- Session Musician
- Performer
- Songwriter
- Band member
- Arranger
- Promoter

	Core x 3
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAIND314	Plan a career in the creative arts industry
	Electives x 8
CUAMLT311	Develop and apply aural perception skills
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF311	Develop technical skills for musical performances
CUAMPF312	Prepare for musical performances
CUAMPF412	Develop and apply stagecraft skills
CUAMPF414	Perform music as part of a group
CUASOU306	Operate sound reinforcement systems
ICTWEB306	Develop web presence using social media

Endorsed Course: Music: PIMS

Program Details:

Rationale

This program has been developed to provide recognition of the performance aspects of participation in a music ensemble supported by the IMSS program in schools. Participation in a music ensemble demands many hours of intensive practice and significant commitment from you in senior secondary school. It also provides the opportunity for you to develop extensive knowledge and understanding of your particular instrument, including the voice and the technical and performance skills required to be a successful member of a music ensemble. This includes participation in rehearsals, performances, IMSS lessons and home practice.

Description

PIMS Endorsed Course is an endorsed program by the School Curriculum and Standards Authority that enables you to be recognised for the significant learning gained through performing in a music ensemble. The program requires that you participate in IMSS music lessons, maintain a regular practice routine, develop a repertoire of performance pieces, attend rehearsals and perform for an audience/s which may include eisteddfods, festivals, school productions, rock performances, lunchtime concerts, busking, school or community choirs, bands, orchestras, rock groups or similar. The program enables you to develop performance, interpretation, technique and improvisation skills, performance protocols and etiquette, ensemble skills and knowledge and understanding of your instrument through engagement in a variety of performances and instrumental lessons.

This program cannot be part of a WACE music course.

Completion requirements

To successfully complete this program, you must commit at least 84 hours to participation and engagement in a music ensemble/s, IMSS lessons, rehearsals, performances and home practice. Evidence of your participation must be recorded in your IMSS journal. Your IMSS Journal must be signed by your IMSS teacher and your Ensemble Director to confirm your hours and contain programs from your performances as evidence of participation. This program can provide credit/s to your WACE certificate in years 11 & 12.

The time allocation for the activities varies according to the nature of the program but typically requires:

- 40 hours of skill development – instrument instruction and practice
- 30 hours of ensemble rehearsal
- 9 hours of public performance as part of an ensemble
- 5 hours of reflection/IMSS journal evidence to be submitted on completion

Health and Physical Education

SIS20419 Certificate II in Outdoor Recreation

Completion: 2 Years: 11 Units of Competence

No Pre-requisite

The SIS20419 Certificate II in Outdoor Recreation is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the SIS20419 Certificate II in Outdoor Recreation, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Completion of this certificate offers you the opportunity to take on leadership roles. The practical elements of the certificate include first aid, snorkelling, bushwalking, canoeing, cycling, setting up a camp site and navigation. The certificate will enable you to experience the outdoors and develop technical skills appropriate to being in this environment. Self-awareness, interpersonal skills and leadership opportunities are major areas of focus. You will develop these skills on the camp in Semester Two.

	Core x 4
HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge
	Electives x 8 (min 7)
HLTAID003	Provide first aid
SISCAQU002	Perform basic water rescues
SISOCNE001	Paddle a craft using fundamental skills
SISOCYT004	Ride off road bicycles on easy trails
SISFLD006	Navigate in tracked environments
SISOSNK001	Snorkel
SISOSRF001	Surf small waves using basic manoeuvres
SISOCYT002	Ride bicycles on roads and pathways, easy conditions

Technologies - Business

BSB20120 Certificate II in Workplace Skills with Certificate III in Business
Completion: 2 Years: Dual Qualification
No Pre-requisite

The BSB20120 Certificate II in Workplace Skills is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the BSB20120 Certificate II in Workplace Skills, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Get ready to launch your career with real-world business skills!

This dual qualification program combines the Certificate II in Workplace Skills with the more advanced Certificate III in Business, equipping you with a comprehensive toolkit for the modern workplace.

What you'll gain:

Essential Workplace Skills: Develop effective communication, time management, and teamwork abilities to thrive in any professional setting.

Business Operations Knowledge: Learn about administrative processes, customer service, and workplace health and safety to understand how businesses run smoothly.

Digital Proficiency: Utilise business software applications and digital technologies to enhance productivity and collaboration.

Project Management Experience: Undertake project work to apply your skills in real-world scenarios, preparing you for future challenges.

Career Readiness: Prepare for various roles such as administrative assistant, customer service representative, or pursue further studies in business and related fields.

By completing this program, you'll not only earn two nationally recognised qualifications but also build confidence and competence to step into the business world or continue your educational journey.

	Core x 5
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
	Electives x 5
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBOPS203	Deliver a service to customers
BSBTEC303	Create electronic presentations

BSB40120 Certificate IV in Business

Completion: 2 Years: 12 Units of Competence

Pre-requisites: B Grade English C Grade Mathematics or Naplan Review

The BSB40120 Certificate IV in Business is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification in 2025. On the basis of interest from students in the BSB40120 Certificate IV in Business, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Step into the future of business with confidence!

The Certificate IV in Business offers an alternative entry to university. Upon successful completion, students will receive a notional ATAR of 70, providing access to most courses at Curtin, ECU, Murdoch, or Notre Dame universities.

This course equips you with the essential skills and knowledge to thrive in various business environments.

Over the two years, students will build up their knowledge of business management, learning essential business skills such as developing text documents and spreadsheets, developing and promoting their own business, and creating eye-catching presentations.

During Year 11, students will develop their business technology skills and will have access to the Microsoft Certification program, which is globally recognised evidence of real-world skills, to enhance their skills development.

These skills developed in Year 11 will then be applied in Year 12 to a variety of business projects, allowing students to demonstrate their competencies in practical settings.

By completing this course, you'll be prepared for roles like office administrator, project officer, or team leader, and set the stage for further studies in business and management.

	Core x 6
BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTWK401	Build and maintain business relationships
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBWRT411	Write complex documents
BSBXCM401	Apply communication strategies in the workplace
	Electives x 6
BSBCMM411	Make presentations
BSBITU312	Create electronic presentations
BSBPEF401	Manage personal health and wellbeing
BSBPEF402	Develop personal work priorities
BSBTEC401	Design and develop complex text documents
BSBTEC402	Design and produce complex spreadsheets

SIT30122 Certificate III in Tourism
Completion: 2 Years: 15 Units of Competence
No Pre-requisite

The SIT30122 Certificate III in Tourism a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the SIT30122 Certificate III in Tourism, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Get a head start on your tourism career with this nationally recognised qualification—now available for the first time at our school!

Whether you dream of working as a tour guide, assisting visitors at a destination hotspot, or planning unforgettable travel experiences, the Certificate III in Tourism (SIT30122) is your passport to a vibrant career in the travel and tourism industry.

This hands-on, practical course covers key tourism knowledge and real-world skills across areas such as:

- Customer service and communication
- Tour guiding and visitor commentary
- Workplace safety and cultural awareness
- Providing visitor and product information
- Lost and found services and problem-solving
- Sales, bookings, and travel quotations
- Serving food and beverages

You'll develop confidence using industry-standard systems and tools to help customers plan their perfect getaway.

Upon completion, you'll be ready to step into exciting roles such as:

- Visitor Information Officer
- Tour Guide or Tour Coordinator
- Inbound Tour Consultant
- Reservations Sales Agent

This course also provides the perfect foundation for future study in Tourism, Events, or Business.

	Core x 4
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
	Electives x 11
SITXCCS012	Provide lost and found services
SITTGDE017	Prepare and present tour commentaries or activities
SITXCCS012	Provide lost and found services
SITXCCS009	Provide customer information and assistance
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
SITXWHS006	Identify hazards, assess and control safety risks
SIRXPDK001	Advise on products and services
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee
SITXFSA005	Use hygienic practices for food safety

Technologies - Engineering

MEM20422 - Certificate II in Engineering Pathways

Completion: 2 Years: 12 Units of Competence

No Pre-requisite

The MEM20422 - Certificate II in Engineering Pathways is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students in the MEM20422 - Certificate II in Engineering Pathways, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The Certificate II in Engineering Pathways is a practical course that will further develop a student's knowledge and skills in the manufacture and fabrication of projects using techniques such as welding and machining. Students will also further develop design, mechanical drawing, teamwork and assembly skills using a range of production techniques and equipment relating to metalwork.

This course is delivered across two years, with students completing six units in Year 11 and concluding in Year 12 with another six units.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the students' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

	Core x 4
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
	Electives x 8
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEMPE002	Use electric welding machines
MEM11011	Undertake manual handling
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE004	Use fabrication equipment

Technologies - Media

CUA31020 - Certificate III in Screen and Media

Completion: 2 Years: 11 Units of Competence

No Pre-requisite

The CUA31020 - Certificate III in Screen and Media is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students in the CUA31020 - Certificate III in Screen and Media, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The Certificate III in Screen and Media (Film & Television) – gives students the opportunity to try the different areas of content creation, film, television and sound production. It is a great introduction to all things media and digital media related.

This course is offered as a two-year course.

Students will develop a high level of competency in skills, such as: scriptwriting, directing, producing, camera operations, lighting, editing, visual effects, sound production and audio engineering, marketing to an audience, production design, and developing key skills in creative collaboration and team production.

On completion of this course, the following careers could be pursued a variety of industries:

- Marketing and Advertising
- Film and Television Production
- Online Video Content Creation
- Journalism and Documentaries
- Live and Studio Sound Production

The skills developed in this course are beneficial, lifelong skills applicable to a wide variety of needs and requirements to communicate in a digital global world.

Further Study

Certificate IV in Screen and Media
Bachelor of Arts (Screen Arts)
Bachelor of Arts (Communications)
Bachelor of Arts (Journalism)
Bachelor of Arts (Marketing)

Bachelor of Arts (Public Relations)
Bachelor of Creative Media
Bachelor of Digital Media
Bachelor of Digital and Social Media
Bachelor of Arts (Public Relations)

	Core x 3
BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry
CUAWHS312	Apply work health and safety practices
	Electives x 8
CUAACD201	Develop drawing skills to communicate ideas
CUACAM211	Assist with basic camera shoots
CUACAM311	Shoot material for screen productions
CUADES202	Evaluate the nature of design in a specific industry context
CUAPOS211	Perform basic vision and sound editing
CUASOU212	Perform basic sound editing
CUASOU213	Assist with sound recordings
CUAWRT301	Write content for a range of media

Technologies - Photography

CUA31120 Certificate III in Visual Arts – (Photography)

Completion: 2 Years: 12 Units of Competence

Desirable: C grade in either Year 9 or 10 Photography & Design

The CUA31120 Certificate III in Visual Arts is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students in the CUA31120 Certificate III in Visual Arts, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

This certificate develops students understanding and skills in photography, visual design, graphic design and some video. the designing skills themselves are an important part and, as they are developed, they are applied to several photographic/visual projects. many camera skills and techniques are developed along the way and students end up with a high level of understanding in this area.

Students will investigate and produce projects related to topics of personal interest. Many types of Photography including studio portraiture, landscape, themes and street photography are used to apply the design skills learnt. In addition to this, the class will develop and produce a high quality calendar as a group. The equipment and software used are of an industry standard as is our purpose built digital photography centre.

This certificate is recommended for those of you who wish to pursue a career in this area as well as those who see photography as a personal interest. Places are at a premium. Students are required to complete both years of the certificate in order to receive their qualification.

	Core x 4
BSBWHS211	Contribute to the health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
	Electives x 8
CUADES201	Follow a design process
CUADES301	Explore the use of colour
CUAPHI312	Capture photographic images
CUADIG315	Produce digital images
CUAPPR314	Participate in collaborative creative projects
CUAPPR312	Document the creative work progress
CUAPPR417	Select and prepare creative work for exhibition
CUADIG303	Produce and prepare photo images